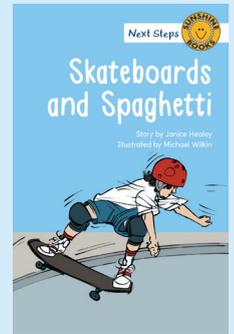


# Skateboards and Spaghetti

After doing tricks on his skateboard, Carlo has lunch with his Nonna. She makes the best spaghetti sauce. But when Doris eats Pumpkin's lunch, Carlo has to invite Pumpkin and Curly to Nonna's for lunch, too. He feels weird introducing them to her as his friends.



## Reading strategy

Asking questions as you read

- What do I know about the characters?
- Why did the character say that?
- Why did the character do that?
- What does that tell me about the character?
- What will the character do?

## Comprehension focus

- Analysing characters

## Fluency focus

- Reading with emphasis when you see an exclamation mark

## Genre focus

- Instructional text

## Day 1: Before reading

- Introduce the book. Allow students to make predictions about the content by looking at the title, cover illustration and blurb, then choral read it together.
- Review the term "main character".
- Allow time for students to scan the book, including the contents page, to see who they think the main character will be and to note features of the storyline. They share their predictions with the group.
- Introduce the reading strategy by discussing the importance of asking ourselves questions about the characters before, during and after reading. Explain that we do this to aid prediction and comprehension.
- Record and share the questions for the reading strategy on a chart.
  - What do I know about the characters?
  - Why did the character say that?
  - Why did the character do that?
  - What does that tell me about the character?
  - What will the character do?
- Ask: What do you already know about Carlo's character? Have students record three facts on sticky notes, then share their opinions with the group.
- Identify common elements and differences of opinion.

## During reading

- Read the title for Chapter 1 and ask, What do you think this chapter will be about? Discuss responses.
- Discuss the importance of identifying who is telling a story (voice), then invite students to identify the narrator of *Skateboards and Spaghetti*. Encourage students to justify their choice using evidence or keywords from the text.
- Students scan Chapter 2 heading and illustrations and predict how Carlo will do in the competition. Encourage them to justify their opinions.
- Read Chapters 1 and 2 to students, then choral read them together.
- Jointly describe Carlo's attitude to Pumpkin in Chapter 1, e.g. "*he thinks he's being smart*" or "*have been mad at us*".
- Reread the chapter with students, then ask: Do you think Carlo will feel like this throughout the story? Why or why not?
- Allow time for students to refer to their sticky-note facts about Carlo.
- Choral read Chapter 2 together stopping at appropriate places to pose questions about the characters. Ask: Why do you think Pumpkin lost interest in skateboarding? Why was Benji suddenly hungry, too?

## After reading

- Read Worksheet A and model how students can use excerpts from the text to record information about Carlo.
- Have students record the information for Chapters 1 and 2.

## Fluency focus

Read *How to Ollie* or *I Can Talk Skateboard!* with students. Discuss how they should use their voices when reading to an audience. They read along with *I Can Talk Skateboard!*, practising reading with emphasis when they see an exclamation mark.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- /ur/ vowel sound
- figurative language
- pronouns
- interesting vocabulary
- tr- letter blend

### Activity 1 /ur/ vowel sound

Record the following words on the board – *burger, burglar, Curly*. Read the words together and ask: What sound can you hear in each word? What letter(s) represent the sound? Underline the vowel sound /ur/ in each word. Have students find other words with the /ur/ sound in the text, e.g. *Turbo, turned, hurt*. Students read the words, listening for the /ur/ vowel sound.

### Activity 2 Figurative language

Introduce the term figurative and discuss its meaning in the context of the book. Use an example of what Carlo said – “*ate the concrete*” (page 10). Invite students to find and list other examples such as “*Tuck in*” (page 33). Involve students in creating other figurative language for Carlo to say.

Record the figurative language and include it in appropriate places when reading the text aloud.

### Activity 3 Pronouns

Revise the term pronoun and its usage. Invite students to select a pronoun from the text, e.g. *we, us, I, him*. Discuss what *we* means on page 33. Compile a list of pronouns from the text and discuss their meaning. Brainstorm other pronouns to add to the list and discuss their meaning.

### Activity 4 Interesting vocabulary

Revise the term vocabulary and what it means. Point out that this story has interesting vocabulary because much of it is to do with skateboarding and has been developed by the skateboarders themselves. Invite students to look at the glossary. It will help with the meaning of some of these words. Ask: What’s a hand plant? Is it a plant that grows on hands? Discuss how familiar vocabulary can be used in an activity like skateboarding to create its own language.

### Activity 5 tr- letter blend

Review the meaning of the term blend and the tr- form by recording the words *trick* and *try*. Have students brainstorm other words beginning with tr-, e.g. *travel, trouble, true*. Students record and learn to spell five of the words.

## Day 2: Before reading

- Explain how asking questions about characters aids prediction and comprehension. Read the chart of questions together.
- Involve students in orally retelling the story so far through Carlo’s eyes.
- Allow time for students to check chapter headings 2 and 3, then record a prediction about Carlo on sticky notes.

## During reading

- Read Chapter 3 to students, then choral read it together.
- Repeat the process for Chapter 4 after orally predicting what will happen about lunch. Ask: Why did Carlo want Kylie to be quiet? Why did Carlo think, “Nice timing, Stace.”?

## After reading

- Explain expectations for Chapters 3–4 on Worksheet A and encourage students to find examples of their own.

## The rap: rhythm, rhyme and repetition

### Goals

- To provide a forum for meaningful reading practice
- To use rhythm, rhyme and repetition and shared reading experiences to build students' confidence
- To further develop students' ability to read keywords automatically

### Activity 1 Introduce the rap

Read the rap with students. Invite volunteers to read the rap independently. Review how to read a sentence with an exclamation mark.

### Activity 2 Identify rhyme

Identify the rhyming words in the first verse. (*roll, bowl*) Establish that some of the rhyming words are not spelt with the same letter pattern, e.g. *too/you, grab/cab*. Brainstorm other rhyming words that could have been used. Group the words according to their letter patterns.

### Activity 3 Alliteration

Read the rap together and discuss the use of alliteration (same initial sound in the word) in these words – *tick tack tail tap*. Students suggest words with alliteration to describe skateboarding, e.g. *fabulous fakie, awesome air*. They create a verse using alliteration.

### Activity 4 Identify rhythm

Identify the rhythm of verse one by counting the syllables in each line. Brainstorm other phrases that repeat the rhythm of the first verse. Students read the verses with the substitutions.

### Activity 5 Make a readers' theatre script

Have students work in groups of three. They decide which line each one will read individually and which lines/words they will read together. Have each student use a highlighting pen of a different colour to shade his/her parts of the script so it is easy to remember what and when he/she needs to read. Have students perform their scripts for the class.

## Day 3: Before reading

- Review the reading strategy by inviting students to recall questions they can ask themselves about characters before, during and after reading.
- Involve students in summarising what they know about Carlo in this story after allowing time for them to refer to their sticky-note predictions about him.
- Discuss how knowing and analysing characters aids prediction and comprehension.

## During reading

- Read Chapter 5 to students, then choral read it together. Discuss the way Pumpkin responded when Doris took his burger.
- Ask: Why did Carlo feel weird about Pumpkin and Curly being referred to as “*your friends*”? Why did Carlo mutter “*Everything back to normal*” after lunch?
- Encourage diversity of opinion and allow time for students to voice their ideas and opinions and demonstrate respect for differing views.

## After reading

- Discuss expectations for Chapter 5, then have students complete the task.

## Describe a skateboard trick

### Goals

- To read, understand and write a set of directions
- To identify and discuss the features of an instructional text and introduce related terminology
- To rewrite an instructional text

Skateboard tricks have directions to tell you how to do them. They are an instructional text, written in a sequence of steps. The steps can be numbered or lettered. By following agreed steps, everyone can learn how to nollie. Diagrams and labels are useful to help the skateboarder.

- Ask: What do you know about instructional texts? Discuss responses.
- Allow time for students to read *How to Ollie*. Talk to them about how directions are written. Model how to begin writing the directions using Worksheet B.
- Refer to the glossary for a description of a nollie. Students brainstorm a list of alternative headings for directions on how to nollie. Listen for keywords and phrases when they share their ideas.
- Have students write and share their headings.
- Students prepare to write the steps for the nollie. They note that most steps begin with a verb. They write the steps.
- Brainstorm possible diagrams with labels to make the steps clearer.
- Have students complete the task by editing the steps.
- Listen to students read their directions, noting how they vary the pace of reading to suit the content.

# Skateboards and Spaghetti

## Worksheet A Analysing characters

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Record information about Carlo.

| Chapter                        | Action | Dialogue and thoughts | Feelings |
|--------------------------------|--------|-----------------------|----------|
| Chapter 1<br>Doing Tricks      |        |                       |          |
| Chapter 2<br>The Competition   |        |                       |          |
| Chapter 3<br>Pumpkin Bails     |        |                       |          |
| Chapter 4<br>Time for Lunch    |        |                       |          |
| Chapter 5<br>Nonna's Spaghetti |        |                       |          |

# Skateboards and Spaghetti

## Worksheet B Reading and writing an instructional text

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write directions for how to do a skateboard trick.

Heading

Prepare the steps

Directions

Step 1

Step 2

Step 3

Step 4

Step 5